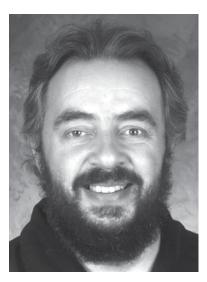
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FALL 2009



Note From the Chair



Dear Friends,
Greetings from Buffalo! My
name is David Schmid, and
I have the pleasure of serving as Interim Department
Chair for the 2009-2010
academic year while my
colleague, Cristanne Miller,
is on leave. Although I
have taught in the English
Department for fifteen
years, working in the
Chair's office has given me

the opportunity to see UB from a new perspective, and one of the things I have enjoyed most about the job is the opportunity to connect with more of our alumni.

I have a new appreciation for both the role that alumni play in the life of our department, and the importance of development in facilitating the work we do. With that in mind, I want to thank most sincerely all of you who have shared your memories of your time at UB with us, and those of you who have made donations to the department. Now more than ever, given the current state budget situation, your contributions enable us to undertake a range of activities that benefit all members of our community, including bringing speakers to the department, supporting student-run publications at both the undergraduate and graduate levels, and funding research activities for both faculty and students. We deeply appreciate the support you give us, and in these difficult financial times you play a more important part in our activities than ever.

Alumni now have a variety of ways of staying in touch with us and joining in the events we sponsor. Our department website (www.english.buffalo.edu) keeps you informed about who is coming to campus, and we also have a new Facebook site that updates you on events as well as news items relating to our faculty, students, and alumni (http://www.facebook.com/pages/Buffalo-NY/University-at-Buffalo-Department-of-English/148392333825?ref=ts). We would love to see you at any of our events, and we encourage you to contact us with your questions, memories, and ideas about how we can better serve your needs.

The Fall 2009 issue of the newsletter concentrates on the theme of teaching. Although we are proud of the research activities of our faculty members, and although we work hard to instill those same research skills in our graduate and undergraduate students, we never lose sight of the fact that teaching is at the absolute center of what we do as educators. Alumni tell us time and time again about how much their interactions with memorable teachers meant to them both personally and professionally, and we can be justly proud of the fact that English Department faculty members are recognized by UB and by the SUNY system as superb teachers. The Department has two SUNY Distinguished Teaching Professors, six faculty who have won SUNY Chancellor Awards for Excellence in Teaching, and several who have won other teaching awards, including the Milton Plesur awards, which are voted on by UB undergraduates.

The articles in this issue give you a sense of the range of teaching-related activities that take place in the department and the difference those activities make in the lives of our students and alumni. Whether we are talking about the work of a legendary teacher such as Professor Barbara Bono, or the ways in which we train our graduate instructors for their important work in the classroom, or the alumni who, inspired by their time at UB, have gone on to their own careers in education, we want to take this opportunity to celebrate our mission as teachers, and to reflect upon the ways in which we reach others and change lives through the work we do.

Best wishes, David Schmid

FEATURED FACULTY



After arriving at UB in 1984, Professor Barbara Bono quickly established herself as one of our most outstanding educators. In 1989 she was named winner of the SUNY Chancellor's Award for Excellence in Teaching and in 2001-2002 she won the Milton Plesur Award for Excellence in Teaching. She recalls being delighted at the opportunity to join a department historically committed to maintaining small enrollments in individual classes, at the time (and still today) a relatively unique phenomenon within large state universities; and over the years she has mentored a vast array of students, guiding numerous undergraduates towards top graduate programs and helping many advanced graduate students move into academic jobs. As she describes it, an especially pivotal event in her development as a teacher occurred in the Summer of 1996 when she became involved in one of the NEH teaching seminars (an enterprise that has played a transformative role in Shakespeare pedagogy in this country), held at the Folger Shakespeare Library. Selected as one of the four scholars participating in the project, she helped teach Shakespeare to junior high and high school teachers from around the country in an intensive four-week, eight-hour a day format involving formal lectures, discussion, research and writing, acting exercises, screenings and performances. Having already secured a reputation for herself in the field of early modern studies as the author of Literary Transvaluation: From Vergilian Epic to Shakespearean Tragicomedy (University of California, 1984), Bono—a classically-trained critical scholar whose subsequent work has been recognized as an elegant weaving together of feminist and cultural materialist concerns-found her experience at the Folger to be a revitalizing one, one that encouraged her to reflect back seriously on "how and why I might teach Shakespeare." Indeed, she emerged from this seminar with a new enthusiasm for the feasibility of considering Renaissance drama as a form of popular culture, one result of which was the development of the course "Shakespeare and Film," which has become a perennial favorite among undergraduates

here at UB. Active administratively throughout her career, serving as Department Chair from 1999-2001, Professor Bono rightfully takes great pride in the enduring achievements of the curriculum reform committee that she headed from 1988 to 1990, which resulted in a new general education model for the Arts and Sciences at UB. According to Professor Bono, this project proved particularly gratifying because, "I was for the first time brought into direct contact with more experienced faculty members from across CAS as well as the engineering school, and what I discovered, to my delight, was that even though many of these individuals were nearing the end of their respective careers, they nevertheless remained invested in exemplary fashion in continuing to work to improve the nature of undergraduate education at UB." The sustained commitment of such colleagues to teaching both inspired Professor Bono and supplied her with an indispensable model to which she has always tried to adhere. Professor Bono's ongoing dedication to her craft epitomizes the virtues of the true teacher.

"On the Impossibility of Teaching"



In recent years, the push for accountability in the schools has received a lot of play in political and educational circles. One outcome has been the turn towards heavy testing in elementary, middle and high schools, such as that mandated by the "No Child Left Behind" Act. Recently, some pundits have begun to argue that public universities should also be required to administer standardized

end-of-term tests to ensure that real learning is happening in the same way in every classroom and on every campus. The newspapers and blogs are full of diatribes against professors at large research institutions who are, so they say, too consumed by their own projects to have time or attention to give to teaching. Parents, students and tax-payers are urged to deplore academia's emphasis on research, as if minds actively engaged in questioning and rethinking the parameters and procedures of their disciplines and professions had nothing to offer the young, those who will presumably inherit and practice in some yet unimaginable future mode those very disciplines and professions. What gets lost in these polemics is a recognition of the purpose of university-level teaching, which is not to stuff students with accepted truths, but to lure them towards the boundaries of new knowledge.

FEATURED FACULTY

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The UB English department has always given the lie to the antagonism between teaching and research. Many members of our faculty are both distinguished scholars and master teachers and mentors (to name just a few, Barbara Bono, Carrie Bramen, Diane Christian, Bob Daly, Cristanne Miller, David Schmid, and Neil Schmitz have all won teaching awards). As any teacher knows, one's own curiosity is the best propellant with which to ignite that of our students. If we confined ourselves to teaching what has already been established by generations of scholars, rather than drawing students into our attempts to expand the field of literary studies in new directions, we would soon be transformed into the driest of pedants, delivery systems for inert information. Novice teachers sometimes think they need to have all the answers. Those who have been teaching longer (long enough to discover how vast is their own ignorance) tend to turn their pedagogy more and more towards questions. They discover the joys and benefits of bringing students with them into unexplored terrain, on-going debates, new methodologies and new (or newly rediscovered) materials, of inviting their students to discover what they themselves don't yet know. The researcher as teacher becomes a student again, "teaching" less so that students may learn more.

As Director of Composition and Teaching Fellows during the past two years. I have overseen the training and mentoring of new teaching assistants in our Composition Program, a job full of surprising pleasures and intense challenges. The deep commitment, creativity and concern for students that our graduate instructors bring to the task of teaching first-year writing continually impresses me. But, along with this intense commitment to the task of teaching well, comes a lot of anxiety. New teachers often worry that they don't yet know enough, that they might not have the answers and the skills their students require. This past summer I read Wayne Booth's *The Vocation* of a Teacher, which includes selections from the teaching journal Booth has been keeping for thirty-plus years while at the University of Chicago (it is the best account I know of the day-to-day life of a college teacher). I was startled to notice the similarities between the doubts, uncertainties and elations expressed by Booth (a veteran and distinguished teacher) and those typically voiced by our newly-minted teaching assistants. My own are not very different. I recall my first week as an assistant professor at Buffalo, photocopying syllabi in the main office, and noticing a senior faculty member pacing nervously nearby. "I still get nervous on the first day," he confided. "Don't you?" And yes, I did, and I do. In working with new teachers I try to convey to them the fruitfulness of a certain nervous indeterminacy that belongs to the task of teaching, and not just on a teacher's first day or during her first year.

The uncertainty is where the excitement—and the openness to student's own questions and motivations—comes from. If we taught "to a test," we'd all be in more comfortable territory, I suppose. But true accountability requires that we teach towards some indeterminate future of knowledge that we hope our students will play a part in creating. This is one of the things that makes graduate students such dynamic teachers. They are in the first flush of discovering the excitement of major independent research, and they share this forward-looking perspective with their students. They are often the best ambassadors for the department, drawing new students into the English major.

I agree with Booth that teaching is an "impossible task." But I also hear the wisdom of Gertrude Stein's question, "if it can be done, why do it?" The everreceding horizon of pedagogical success keeps us reading, planning, experimenting, and, yes, worrying over how we can fire our students with a passion for inquiry. One of the most difficult aspects of teaching is that we never really know when we have succeeded. Very rarely some voice will emerge out of the past (or, one might better say, the future) to let us know that someone has caught the spark and carried on with the project of teaching themselves. But often we never know. The results we aim for are long-range, and no end-of-term test (nor even a final essay) will ever tell us the full effects of our encounters with students. Rich as the UB English Department has been in measurable results--our graduates distinguishing themselves as secondary school teachers, university teachers and scholars, journalists, novelists, poets, filmmakers, lawyers and doctors-- it is the unmeasurable results that are likely to be the most profound. We try, in our teaching, to remain accountable to the possibility of genuine transformation. There is no test for that.

Stacy Carson Hubbard Associate Professor

FEATURED GRADUATE STUDENTS



Sonya Brockman was awarded the 2009 Graduate Student Excellence in Teaching Award. She is also a past recipient of the English Department's Composition Syllabus Prize. Her primary field of scholarship is early modern British literature, and she is currently completing her dis-

sertation, "Violence, Voice, Maternity: Epic Transformations From Ovid to Lucy Hutchinson," under the direction of Professor Jim Holstun. Brockman received her BA from Davidson College and MA from the University of North Carolina at Charlotte before coming to Buffalo in 2005. While at UB, she has instructed composition courses dealing with themes of fear, visual culture, and issues of technology. Recent experience with teaching composition as a distance-learning course has opened her eyes to the myriad possibilities of online writing instruction. Brockman has also had the opportunity to teach a variety of literature courses. Her introductory surveys of early British and children's literatures have covered topics ranging from hypermasculinity in the Old English epic to the politics of class in The Wonderful Wizard of Oz. Additionally, her invaluable experience as a TA for Professor Barbara Bono's upper-level Shakespeare courses introduced her to the rigors and pleasures of teaching UB's advanced undergraduates as well as the joys of impromptu class performances (and that in a pinch, donut holes can be quite effective props for King Lear). She is currently teaching Shakespeare's Earlier Plays and, therefore, on the lookout for new makeshift props.

University. Since coming to the university in 2004, she has instructed several composition courses centered around interdisciplinary and contemporary topics as diverse as the politics of space, post-9/11 America, and the future. More recently, Hogan has instructed two introductory courses on early British Literature, which guide students through a range of canonical and non-canonical works from the medieval period through the eighteenth century. Thematically, these courses are organized around the conceit of "Literatures from Above and Below," in order to highlight the social nature of form and the dynamic complexity of perspectives that define historical experience. Ultimately, Hogan approaches teaching as a utopian writer approaches her readers; she asks students to re-evaluate what they know and value through an encounter with the ideas, forms, fictions, and desires of another subject and another historical period. She is currently looking forward to the opportunity to assist Professor Barbara Bono in her upper-level Shakespeare course this spring.

completed a BA and MA in English and Textual Studies at Syracuse



Sarah Hogan was awarded the
2009 Graduate Student Excellence
in Teaching Award. She is also a
past recipient of the English
Department's Composition
Syllabus Prize. Her primary field of
scholarship is in sixteenth- and
seventeenth-century British
literature, and she is currently

completing a dissertation titled, "Spatial Dreams, Social Plans: Early English Utopias and the Capitalist Imperialist Imaginary" under the direction of Professor Jim Holstun. Before enrolling in the doctoral program, Hogan

FEATURED ALUMNI



Mark Jowett (BA English, 2001; MA English, 2003) Thanks to a life-changing high school teacher, I came to UB in 1996 knowing that I wanted to be an educator. I was most comfortable with math, but it didn't take years, or even months, of walking the halls of Clemens before something more compelling sparked in me. I felt like what was happening

there was important, and I was hooked. And this is what I try to recreate for my students every day: the epiphany that this is how English can be. As we read, write, and argue together, I remember some of the best moments of graduate school: Professors Wolf and Schmid, Schmitz and Fleischer, along with a dozen more, showing me the door to an astonishing world. Each day, as I look out at the faces of my own students, I utilize the same words I remember hearing from them – exhilaration, discovery, and invention.

Friends and colleagues have heard me rattle off the names of those pivotal texts any number of times: *Pop. 1280, The Professor's House, The Sweet Hereafter, Life on the Mississippi.* We all have our own lists of unforgettable moments, I know. I look back at my time in the English department with fondness and admiration. It is filled with great ideas and tremendous people, and I am grateful that it continues to prepare people like me to do important, rewarding work.

Mark currently teaches ninth and twelfth grade English at Clarence High School.



Gary Huber (MA English, 2005; Ed.M English Education 7-12). Once in a while a student will ask me why I chose to become a teacher. "How did you know this is what you wanted to do for the rest of your life?" Working on both a Masters in English and English Education created the scaffolding necessary to determine that

I wanted to teach English in a high school setting, but it wasn't until halfway through graduate school that I figured that out. In fact, while I was finding my way in undergraduate courses my sights were set on a PhD in English. As a

student in the English department, I developed interests in popular culture, experimental and postmodern fiction, and American literature. My teachers—professors and graduate students—were for the most part engaging and challenging, and the courses were diverse and fascinating. Teachers asked questions that I liked thinking about, and once in a while I would pose a question in a paper they liked thinking about. This Socratic approach to literature influenced the way I teach because I believe in the power of questions and the significance of each voice. I also learned that literature does not need to be explored in one way—whether it's through a personal, national, historical, or global reading of a text, literature is about the process of discovery and possibility. My teaching philosophy developed because I worked on both degrees at the same time. Indeed, I often found myself thinking about the same ideas or topics in both departments. Exploring Jane Austen in a "Women's Experimental Fiction" course was a different but complementary experience to discussing J.L Austin (the British philosopher) in a "Grammar and Literacy" course. Similarly, I found that my interest in popular culture could be extended to the classroom, where sometimes the point of conversation is to magnify the relationship between popular culture and the ideological norms it perpetuates. Both departments equally influenced my interests, career choice, and philosophy of teaching-each leading me to new ideas and approaches. Recently, a freshman asked the "how did you know" question, and I finally gave an answer that defines the teacher I've become: "Because I love to read everything, and I love to ask questions."

Gary currently teaches English at Williamsville East High School.

Julie (Sands) Curtin (BA English, minor in Spanish, 1990). "What are you ever going to do with an English degree?" That was the question posed to me by my college boyfriend (an engineering major, of course) in the late eighties. He was long ago dismissed (gosh, I wonder why?) and I am happily engrossed in my tenth year as an English teacher in Buffalo. I have been told numerous times by professionals in my field that my greatest asset as an English teacher (aside from my sparkling personality and quick wit) is that I have earned an actual degree in English. Go figure! Without question, I must give credit for much of my success to the phenomenal foundation provided by my esteemed professors in the English Department at UB. Each time I read aloud from a piece of literature, I am momentarily transported back to Capen Hall where I would sit,

FEATURED ALUMNI

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mesmerized by the rhythmic cadences employed by Professor Neil Schmitz. My love of all things Edith Wharton (and the magic of writing a response journal) stems from a semester of in-depth study with Professor Myles Slatin. The English Department has bestowed upon me a tremendous gift - a passion for great writing, the ability to read with a critical eye, and (I hope) the power to engage an audience – my own students – and share with them the magical transformative world of literature. Thank you!

Julie currently teaches English at Tapestry High School in Buffalo.

Govindan Kartha (BA English, 1990) For pretty much my entire adult life, I worked in the record industry, running a little independent record store in Buffalo. In that time, I was also a UB undergrad in English for, oh, 11 years, and then a non-matriculated grad student for another few years, rarely taking more than two classes per semester. It was a luxurious way to educate myself; to be sure, running a business was difficult and demanding, but it was my livelihood. I was taking classes out of interest and for my own edification, without agenda or goal. I sampled around, signing up for whatever seemed interesting: Joyce with Mark Shechner; Chaucer with George Levine; film as literature with Alan Spiegel; feminist poetry with Stacy Hubbard; genre fiction with Leslie Fiedler; Lawrence with Art Efron; Twain with Neil Schmitz; postmodern fiction with Joe Conte; Shakespeare with Jim Swan; and myriad other favorites. I cherry-picked great classes and professors, with no eye toward a coherent plan of study. And it was a great education. These people, the books, the films, the ideas, are continuing touchstones and references in my life. I loved it all. Almost all.

New World Record, my store, closed in 2008, a victim of technology and a consequent paradigm shift in how people procure and listen to music. After the store closed, I had a lot of time to think about what I wanted to do with the second half of my working life. At some point I realized that a) the times when I felt like my brain was firing on all cylinders were when I was in a good class, and b) my favorite part of the job through all the years as a music merchant was introducing people to music they had never heard or considered. Using whatever information I had about my customers' music tastes, I would recommend things that I thought they might like. Some suggestions would align neatly with their existing interests; others might seem initially incongruous but turned out to be perfect. Not everything clicked, but often enough it did, and I loved watching someone's horizons expand - that same rewarding moment for which teachers wait and pray.

I realized that I wanted to go back to school to become a teacher. Before I opened New World Record in 1984, I had a half-formed notion that I should become a teacher, but that idea was sidetracked, and remained undeveloped, for 25 years. Now, and with much reflection, I have decided to become an elementary school teacher. That decision was reinforced by becoming a parent, and experiencing the magic of a child's flowering mind. I want to work with children early, before their curiosity has been curdled, or suppressed, or replaced with indifference. If I can unlock that sense of discovery – and ignite the desire to know more – in a kid's world, then that's what I want to be doing.

I'm finishing my first semester in the Master's program in Education here at UB, with the goal of becoming a fully certified elementary school teacher in 2011. I have some aspirations of integrating my love and knowledge of music with instruction in the general education classroom, and creating a resource of authentic music of diverse types and genres instead of the committee-vetted, mind numbing 'kid's music' that dominates the field.

I have enough life experience (and enough friends have advised me) that I have no illusions about the profession – I understand the practical realities of the job, the challenges and institutional obstacles to being a good educator. But I was inspired by great teachers, in grade school and university, and I want to do the same. With a bit of luck, and a lot of work, I hope to be among the fortunate teachers that changes a kid's life for the better. Or even a few kids. That'd be a good life.

Govindan Kartha

ALUMNI RECOLLECTIONS

Patti Brocato (BA English, 1989) I do have fond memories of the faculty and staff. In particular, Professor Bill Fischer was so down to earth. He didn't want to be called "Dr. Fischer" because he was one of us. He is one of the many people who made a great impact on my life. I now work for the University at Buffalo Child Care Center on the North Campus. As the receptionist and unofficial school teacher for over 20 years, I have seen a lot of changes in the University. What is so important is that the children in our Center get the best care while they are there. The ages range from 6 weeks to 5 years, and these are developmental years, so they require constant education through work and play. Thanks to my professors, their knowledge, and their giving me a chance to expand my learning with my experiences, I am able to contribute to this developmental process. I am grateful that I graduated from SUNY/Buffalo.

Michael Castro (BA English, 1967). The English department of my era (the 1960s) was quite distinguished and had a major shaping influence on my life, as I have gone on to become a poet, editor, translator, and yes, Professor of English, first at the University of Missouri-St. Louis and since 1980 at Lindenwood University in nearby St. Charles, Missouri. My teachers at Buffalo included John Barth, Robert Creeley, and John Logan. Charles Olson could be found teaching his graduate class at the all-night Toddle House restaurant, usually starting in the neighborhood of midnight. Leslie Fiedler also taught graduate students and did periodic lectures for the wider community. John Wieners worked in Lockwood library, and Allen Ginsberg and Norman Mailer seemed to appear every year at least once to jangle our brains. Other important teachers for me included Mac Hammond (the Romantics), John Clarke (Blake), Marvell Shmiefsky (the novella--but really, how to read), Joseph Friedens (European novel), and Ann London (Shakespeare). It was quite a heady brew to swallow in the middle of the explosive sixties. Buffalo was a great place to be. A walk through the student union was like venturing through a literal marketplace of ideas--tables were set up, staffed by students and professors, advocating or debating causes and issues of the day. The legendary philosophy professor Fred Clifton could be found there holding court (his wife, the great poet Lucille Clifton had not yet come out). Often Dr. Clifton would be debating Vietnam War policy with his arch-rival, the conservative philosopher Marvin Zimmerman. Or he might be demonstrating mind over matter by burning his hand with a cigarette and mentally healing himself as you watched. Meanwhile, Theodore Friend, a Southeast

Asia scholar, was teaching classes on the History of Southeast Asia to rapt and reverential students.

This is just a quick inventory of some of the powerful inputs of those days. My first student demonstration--occupying the office of President Martin Meyerson (imported from Berkeley, the Mecca of student radicalism because Buffalo had been dubbed "the Berkeley of the East" by Norman Mailer). It was over the censoring of Ed Sanders' "Elm F*ck" poem in the student newspaper by the local printer and the University's unwillingness to take a stand on the free speech issue involved.

Madeline Levine (English 1969-1972, MA English Education) After graduating from UB, I moved to New York and then to California where I received a Ph D in psychology. Three years ago I wrote a book entitled *The Price* of Privilege which became a New York Times bestseller. Ever since I've been speaking around the country and have co-founded an organization called Challenge Success at Stanford in the Department of Education. Our organization is concerned with the outsize pressure put on kids, the resultant lack of engagement with learning, the high rates of anxiety, depression, and self-mutilation. (www.challengesuccess.org) I invariably talk about UB when I speak. The English education I received at Buffalo was fabulous. (I ran into Robert Haas a few years ago,-he had been a teacher of mine-and when I told him about the book, he said "What took you so long?") Those were the days of Fiedler and Creeley teaching and Allen Ginsberg and Leonard Cohen hanging around us. For me, Buffalo was the best fit imaginable, and I credit it with my love of reading, people and writing. I work in many upper middle class communities where parents do not strive to have their children go to state schools. I use myself as an example of the benefits of finding a school that works for you (actually, Buffalo was the only school I applied to--I come from a working class background and we knew absolutely nothing about colleges- so this "match" was mostly good fortune).

Lisa Rapaport (BA English, Political Science 1996) I had some incredible mentors in the English department - most of all Stacy Hubbard, who helped me get into graduate school at Berkeley and jumpstart my career, and Susan Howe, who made me fall in love with words and want to make my living as a writer. I've been a journalist now for more than a decade, and currently work as a health and science editor at *Bloomberg News* in New York.

Alumni News

Bill Bly (MA Humanities Program, 1978) published *The Galaxy Game* (Outskirts Press), a story of adventure, time travel, romance, and living the Christian faith.

Chiou-rung Deng (PhD English, 2008) has been offered a one-year post-doctoral fellowship (supported by the National Science Council, Taiwan).

Dewane Harris (BA English, minor Theatre, 1993) is bringing a program to the UB Student Union Theater, February 11-13, 2010. The program is in honor of former UB Professor Alison Des Forges who perished on Flight 3407. It will feature the play "Miracle in Rwanda" each night followed by post-show lectures. On one of the afternoons we will screen the movie *Hotel Rwanda*.

Rachel Kempster (BA English, 1997) went on to Brown University after leaving UB, where she received her MA in English and American literature and then started working in publishing. She has recently co-written her first book, *The Happy Book*.

Richard Kopley (PhD English, 1982), a Professor of English at Penn State University, DuBois, recently published *Edgar Allan Poe and the Dupin Mysteries* (Palgrave Macmillan, 2008), a work that explains the origins, structure, and personal significance to Poe of the first three modern detective stories.

Dahlma Llanos-Figueroa (BA English, 1971) has published *Daughters of the Stone*, (St. Martin's Press, 2009) a novel that follows the lives of five Afro-Puerto Rican women, focusing on the legacy passed from one generation to the next. She retired in 2004 after thirty years of teaching English, ESL and creative writing to young adults in the South Bronx.

Randi Minetor has written 25 books for *The Globe Pequot Press* on travel-most on the national parks. The "Passport To Your National Parks Companion Guides" series provides the locations of every Passport cancellation stamp in the national park system. Her most recent books (released this fall) include guides to Washington, DC, Gettysburg, the Everglades National Park and the Gulf Islands National Seashore. In addition, Randi has written four books in the "Best Easy Day Hikes" series, on Rochester (now in stores), Buffalo, Syracuse and Albany (all releasing in May 2010). For more info, visit her author page on Amazon: http://www.amazon.com/Randi-Minetor/e/B001JSBNEO/ref=ntt_athr_dp_pel_pop_1.

Marjorie Sideris has lived in Paris, France, for five years and is the President of Stellatek Solutions, a business development company that helps US and European companies start up in the Middle East and South Asia. She is also a lawyer and specializes in contract negotiation, intellectual property licensing and joint ventures.

Deborah A. Silverman (PhD English, 1996) is an assistant professor of communication at Buffalo State College, where she teaches public relations and media writing courses and is faculty advisor to the Public Relations Student Society of America chapter. She is currently serving on the national board of directors of the Public Relations Society of America, the first person elected to the board from Buffalo. In August 2009, she was honored by the Public Relations Division of the Association for Education in Journalism and Mass Communication for her conference presentations on ethics to public relations students and practitioners.

Scott Slawinski (BA English, 1992) is currently an assistant professor in the Department of English at Western Michigan University in Kalamazoo. He recently published his second book, Emily Hamilton and Other Writings, a collected edition of the works of New England novelist and poet Sukey Vickery (1779-1821). Vickery's Emily Hamilton (1803) provides a decided contrast to Susanna Rowson's Charlotte Temple and Hannah Foster's The Coquette; the book's three main characters deftly navigate the marriage market, and the novel's resident rake is no match for the book's titular character. For more details, check out the University of Nebraska Press' web site for their entry on Scott's book: http://www.nebraskapress.unl.edu/ product/Emily-Hamilton-and-Other-Writings, 674130.aspx. Scott's first book, Validating Bachelorhood: Audience, Patriarchy, and Charles Brockden Brown's Editorship of the Monthly Magazine and American Review, was published by Routledge in 2005. For more information about Scott's professional activities, check out his website: http://www.wmich.edu/english/facultyandstaff/profiles/slawinski.htm

Rachel Sparacio-Foster (BA English, 1999) won 2nd place in the Business-to-Business (B2B) Rising Star copywriting competition. American Writers & Artists Inc. (AWAI) sponsored the competition as part of their "Breaking into the B2B Copywriting Market" workshop. The workshop attracted over 250 copywriters from throughout the world. Rachel received the Arthur Axelrod Memorial Prize in Poetry in 1998.

Alumni News

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She currently lives in Toronto and launched Fresh Perspective Copywriting to provide freelance copywriting services for B2B technology companies and non-profit organizations. For additional information or to arrange an interview, contact Rachel Sparacio-Foster at (647) 342-4921 or visit www. freshperspectivewriting.com.

Jill Twist (MA English, 2009) recently became the assistant proposals coordinator at Ecology and Environment, Inc, located in Lancaster, NY. Her responsibilities include writing, editing and compiling information for client proposals. In addition to building and sustaining a LEED-Platinum certified building, Ecology and Environment, Inc. provides an on-site nature trail, a carpool program and a 300-foot long atrium with skylight and over 1,000 indoor plants.

Victor Verney (PhD English, 1996) recently published the book Warrior of God: Jan Zizka and the Hussite Revolution, with Frontline Books, a British imprint specializing in military history http://www.pen-and-sword. co.uk/?product_id=1853. Victor's article about a tangentially related subject, the story of a huge equestrian statue of Jan Zizka by Czech sculptor Bohumil Kafka (no relation to Franz!) appears in the current issue of "Espace Sculpture," a bilingual quarterly art magazine out of Montreal http://www. espace-sculpture.com/en.php?lien=current Victor is currently working on his second book, "Pen & Sword," for Algora Publishing. It will examine the military experiences of nine noted writers who saw combat as soldiers (versus ambulance drivers, nurses, or journalists). The subjects are Miguel de Cervantes, Lord Byron, Leo Tolstoy, Ambrose Bierce, Arthur Conan Doyle, Wilfred Owen, Siegfried Sassoon, George Orwell and Kurt Vonnegut. Algora anticipates publication in Fall 2010 http://www.algora.com/main.html. Please visit Victor's web site, http://verney.us/>, for more information on all three of these projects.

Spring Juxtapositions Lecture Series

Feb. 4, 2010: Frances Ferguson; Mary Elizabeth Garrett Professor in the Arts and Sciences and Professor of English in the Humanities, Johns Hopkins University; author of *Solitude and the Sublime: Romanticism and the Aesthetics of Individuation* (Routledge 1992) and *Pornography, the Theory: What Utilitarianism Did to Action* (University of Chicago Press 2004).

March 18, 2010: Lenny Cassuto; Professor of English, Fordham University; author of *The Inhuman Race*: The *Racial Grotesque in American Literature and Culture* (Columbia 1997) and *Hard-Boiled Sentimentality: The Secret History of American Crime Stories* (Columbia 2008).

April 15, 2010: Justus Nieland; Associate Professor of English, Michigan State University; author of *Feeling Modern: The Eccentricities of Public Life* (University of Illinois Press 2008) and *Film Noir* (Routledge 2010).



Associate Professor Andy Stott

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